

DACUSVILLE ELEMENTARY

2671 Earls Bridge Road
Easley, South Carolina 29640

GRADES K-5 Elementary School

ENROLLMENT 610 Students

PRINCIPAL Michael W. Fleming 864-859-7429

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	61	8	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes

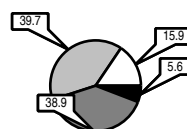
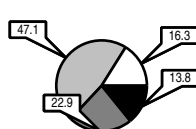
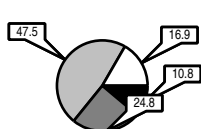
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	292	100.0	15.1	39.6	41.0	4.3	55.8	Yes	Yes
Gender									
Male	148	100.0	19.1	38.3	37.6	5.0	52.5		
Female	144	100.0	10.9	40.9	44.5	3.6	59.1		
Racial/Ethnic Group									
White	287	100.0	15.4	38.8	41.4	4.4	56.4	Yes	Yes
African-American	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	269	100.0	11.3	40.5	43.6	4.7	59.5		
Disabled	23	100.0	61.9	28.6	9.5	0.0	9.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	292	100.0	15.1	39.6	41.0	4.3	55.8		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	292	100.0	15.1	39.6	41.0	4.3	55.8		
Socio-Economic Status									
Subsidized meals	116	100.0	25.5	39.6	30.2	4.7	43.4	Yes	Yes
Full-pay meals	176	100.0	8.7	39.5	47.7	4.1	63.4		

Mathematics - State Performance Objective = 15.5%									
All Students	292	100.0	16.9	47.5	24.8	10.8	52.5	Yes	Yes
Gender									
Male	148	100.0	20.6	41.8	25.5	12.1	51.8		
Female	144	100.0	13.1	53.3	24.1	9.5	53.3		
Racial/Ethnic Group									
White	287	100.0	16.8	47.6	24.5	11.0	52.7	Yes	Yes
African-American	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	269	100.0	12.8	49.0	26.5	11.7	56.0		
Disabled	23	100.0	66.7	28.6	4.8	0.0	9.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	292	100.0	16.9	47.5	24.8	10.8	52.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	292	100.0	16.9	47.5	24.8	10.8	52.5		
Socio-Economic Status									
Subsidized meals	116	100.0	23.6	52.8	19.8	3.8	36.8	Yes	Yes
Full-pay meals	176	100.0	12.8	44.2	27.9	15.1	62.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	97	100.0	14.6	39.6	41.7	4.2	45.8
	Grade 4	100	100.0	19.6	48.9	30.4	1.1	31.5
	Grade 5	113	100.0	23.5	58.8	17.6	N/A	17.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	91	100.0	12.1	26.4	51.6	9.9	61.5
	Grade 4	102	100.0	12.1	48.5	37.4	2.0	39.4
	Grade 5	99	100.0	20.6	44.3	34.0	1.0	35.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	97	100.0	14.4	53.6	20.6	11.3	32.0
	Grade 4	100	100.0	15.2	47.8	29.3	7.6	37.0
	Grade 5	113	100.0	19.6	52.9	17.6	9.8	27.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	91	100.0	13.2	48.4	30.8	7.7	38.5
	Grade 4	102	100.0	18.2	46.5	20.2	15.2	35.4
	Grade 5	99	100.0	21.6	45.4	24.7	8.2	33.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 610)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.5%	Up from 3.3%	2.4%	2.7%
Attendance rate	96.2%	Up from 95.6%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%		2.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%		2.6%	3.5%
Eligible for gifted and talented	12.4%	Down from 14.0%	20.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.7%	Down from 5.7%	7.7%	8.2%
Older than usual for grade	0.5%	Down from 0.6%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.0%	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	56.4%	Up from 51.2%	54.2%	51.4%
Continuing contract teachers	100.0%	Up from 97.6%	90.3%	87.5%
Highly qualified teachers**	100.0%	N/A	95.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	93.6%	Up from 92.6%	89.0%	86.7%
Teacher attendance rate	95.2%	Down from 95.9%	95.0%	94.9%
Average teacher salary	\$42,762	Up 1.5%	\$41,673	\$40,760
Prof. development days/teacher	8.3 days	Down from 13.7 days	11.5 days	12.4 days

School				
Principal's years at school	1.0	Down from 6.0	5.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	20.1 to 1	18.9 to 1
Prime instructional time	90.3%	Up from 90.0%	90.4%	90.0%
Dollars spent per pupil*	\$5,505	Down 2.7%	\$5,672	\$6,044
Percent of expenditures for teacher salaries*	61.4%	Down from 62.4%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.6%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dacusville Elementary serves a large rural community located in the northeastern corner of Pickens County. The faculty of 42 members and staff of 23 members take pride in the educational opportunities and services we offer our 623 students and their parents. DES has an active PTO, volunteer program, and School Improvement Council. Their efforts further enhance our educational program. A school nurse, guidance counselor and two Therapeutic Child Treatment Counselors work to meet need and coordinate outside services for students and families in need of assistance.

Each grade level conducts four parent workshops per year to assist parents in understanding the expectations of the grade-level curriculum and to offer suggestions to help assure academic success. Each grade level sets one attainable language arts and math goal for the year. A celebration is held at the end of the year for students who have met their goals. An emphasis on arts and culture at DES is evident in the colorful display of national and international flags in the school cafeteria. Students participate in Accelerated Reader and Accelerated Math programs. This theme is further developed in the curriculum of art and music classes. After-school programs include remedial classes for all students in grades 3-5 with academic plans and a summer child care program.

DES is proud to have three teachers who have earned National Board Certification. Two teachers are in the process of becoming nationally certified. Four teachers participated in Project Circuit in partnership with the Strom Thurmond Research Institute at Clemson University.

DES participated in the Red Carpet schools program, Disney Adventure All-Stars service learning project, Walk for Education in collaboration with Dacusville Middle School and a major fund-raising campaign for playground refurbishment. Pennies for Playground raised over \$9000 to help with playground renovations. Luke's Garden, a memorial garden dedicated to the memory of a former student tragically killed in a four-wheeler accident, was dedicated in the spring. The new administration of DES, in cooperation with the school's PTA and SIC sponsored the first annual Dacusville Community Expo. Twenty-seven businesses from the Dacusville area participated in this school/community venture. Family movie night, field days, honors and awards nights, kindergarten year-end celebrations and fifth grade graduation all provide additional opportunities for parent involvement. Other service opportunities are provided through participation in Jump Rope for Heart and March Of Dimes' Walk America.

Dacusville Elementary School will continue to seek methods and means for preparing students for middle school and beyond. Our goal is to make DES a happy place where children are learning!

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	40	95	72
Percent satisfied with learning environment	100.0%	79.8%	81.9%
Percent satisfied with social and physical environment	100.0%	83.2%	85.9%
Percent satisfied with home-school relations	92.5%	88.4%	66.7%

*Only students at the highest elementary school grade level at this school and their parents were included.